

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Desert Mountain Elementary School

Queen Creek Unified District
22301 S. Hawes Road, Queen Creek, AZ 85242-8987

<input type="checkbox"/>	Excelling
<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Mr. Bill Schultz

Schedule: 7:30 AM to 4:30 PM

Web Address: www.qcusd.org/dme/

E-mail: bschultz@qcusd.org

Grades: Pre-K-5

2002 Enrollment: 341

Phone: (480) 987-5912

Fax: (480) 987-5914

∨ School Overview ∨

Mission

Desert Mountain Elementary strives for excellence in education, which allows students to achieve their individual potential. We recognize that all children learn differently and we teach to those differences. Our goal is to produce respectful, responsible, productive citizens who are culturally aware and display high self-esteem. We prepare our students for the 21st Century by encouraging lifelong learning and by integrating technology into the learning process.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Parental Involvement

School/Academic Goals

- w Improve reading, writing and math literacy.
- w Increase parent involvement.
- w Improve technology literacy, technology skills, and increase the practical application and integration of technology into the curriculum for students and staff.
- w Improve Stanford 9 Achievement Test and AIMS scores.

Instructional Programs

- w Gifted Program
- w On-site Special Education
- w ELL Program
- w Tutoring

Enrollment

October 1, 2001 School Year Student Enrollment:	471
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	131

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 2 Community Member(s)
 0 Student(s)

Council Duties

w School Improvement
 w School Safety Issues
 w Parent/Educator Relations
 w Textbook Selection
 w Extracurricular Activities
 w Technology Planning

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	3.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	4	2	0	0
10 or more years	2	2	0	0

▽ Shared Responsibilities ▽

School

Desert Mountain Elementary assures parents that their children are provided a safe learning environment with high academic standards and that each individual student's needs are met. It is the responsibility of the school to provide the appropriate curriculum and materials and keep the parents well informed through regular communication.

Parents

It is the responsibility of parents to be sure that their children are provided the proper clothing and nourishment, as well as ensure transportation so that students can attend school on a regular basis. Parents need to become involved with school goals and support their children in completing homework so that their children have a better opportunity to become successful students.

▽ Transportation Policy ▽

Queen Creek Unified School District provides transportation to and from school for all students residing within the Desert Mountain Elementary boundary area. This includes special needs students, afterschool activities and field trips. The boundary area is approximately as follows: North boundary = Rittenhouse Road; south boundary = Hunt Highway; east boundary = Ellsworth Road; west boundary = 188th Street.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/5/02
Average Daily Instruction Time:	6 hrs. 35 min.	Last Day of School:	5/30/03

Operates on Year-round Schedule

Report Card Release Dates

10/4/02	12/20/02	3/7/03	5/30/03
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Additional Calendar/Report Card Information

Desert Mountain Elementary is on a modified year-round schedule. Students attend school for nine weeks and then have a two-week intersession break for each of the first three quarters; then we have a nine-week summer vacation.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Multipurpose Room with Stage
W Media Center with Computers	W Music Room

Extracurricular Activities

W Chorus	W Computer Club
W Athletes in Training - Intramural Sports	W Afterschool Tutoring
W Volleyball Club	W Band
W Student Council	

School/Community Resources

W Latchkey Kids - Before School Program	W Latchkey Kids - Afterschool Program
W Recreational Activities	W Clothing/Food Banks
W Health Services	W Counseling Services
W Adult ESL Classes	W GED/Literacy Classes

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w Math, language, reading, social studies and science curriculum have been aligned with the Arizona Academic Standards. Young Author's Week, Poetry Contest and Math/Science Fair are opportunities for students to showcase their growth in these areas.</p> | <p>w Stanford 9 test scores continue to improve for the 4th year in a row, with 2nd grade receiving special recognition for achieving above the 90th percentile. Accelerated Reader is a program used to enhance our basic reading program.</p> |
| <p>w Parent/community involvement has greatly increased with the implementation of the Guest Reader and Art Masterpiece Programs. A partnership with ASU East College of Education has college students working with students and teachers of Desert Mountain.</p> | <p>w Computer lab and classrooms are hooked up to the Internet. The Internet is operational and is being used to reinforce the language, reading, math and social studies curriculum. All 3rd-5th grade students learn how to do PowerPoint presentations.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	14.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	97.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	2.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Fifth Grade State Poetry Contest Finalist	2000
First Grade State Poetry Contest Winner	2000
7 Students Published Poetry in The Red Dot	2002
4 Students Published in A Celebration of Young Poets	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	70	538	1%	10%	46%	43%
	State	58840	524	9%	17%	45%	29%
Writing	School	70	567	0%	9%	63%	29%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	72	535	3%	24%	32%	42%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	53	504	19%	26%	40%	15%
	State	61305	505	21%	20%	43%	15%
Writing	School	50	512	8%	32%	48%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	57	484	16%	54%	5%	25%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	72	66	60	--	--	--
2	Reading	--	--	--	100	53	50	98	63	52	76	58	53	81	71	57
	Language	--	--	--	100	33	40	100	49	43	80	55	44	84	65	48
	Mathematics	--	--	--	100	60	51	100	62	55	82	64	57	81	81	61
3	Reading	97	26	47	100	46	47	100	51	48	83	60	50	99	64	50
	Language	97	33	49	100	48	51	100	58	54	85	66	56	99	67	57
	Mathematics	94	21	46	100	48	49	100	67	52	88	66	54	100	64	56
4	Reading	100	39	53	100	46	54	100	50	54	73	51	55	96	61	55
	Language	100	34	47	100	41	49	100	48	48	76	48	50	92	57	50
	Mathematics	100	33	51	100	43	54	100	57	55	82	53	57	100	58	58
5	Reading	100	42	51	100	35	51	100	46	51	90	46	51	86	49	53
	Language	100	35	42	100	28	44	100	33	45	88	48	45	83	49	47
	Mathematics	100	33	51	100	39	54	100	56	55	87	60	57	92	58	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	84	67
Grades 3-4	75	69
Grades 4-5	74	79
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Mountain Elementary is proud of the safe and orderly climate on its campus. This has been accomplished by the implementation of class and school discipline plans and lots of parent communication and support. Students have many opportunities to receive positive recognition such as Student of the Week. Our counselor oversees a Peer Mediation Program. We have the DARE program and many afterschool clubs and activities that teach responsibility and keep students actively involved.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,246	\$915,455
Classroom Supplies	\$34	\$13,819
Administration	\$516	\$210,117
Support Services-Students	\$144	\$58,627
Other Support Services and Operations	\$769	\$313,258
Total Expenditures- All Categories 2000-2001	\$3,708	\$1,511,276

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Bill Schultz	(480) 987-5912	
Transportation Policy	Edd Hennerley	(480) 987-5982	
Community Resources	Maria Silva	(480) 987-5991	
School Nutrition Programs	Velma Kay Penrod	(480) 987-5983	
Parent Organization	Kathy Wilson	(480) 987-5912	
Student Health/Nurse	Andra Hegardt	(480) 987-5904	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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